COMPUTING

Intent

Our School Values	Our Behaviour Charter	
Working **T**ogether	**Be Safe**	**G**ood presentation-|Work and self
h**a**ppiness	**Be Kind**	**R**espectful- people and property
achieving **o**ur potential	**Be Great**	**E**mbrace challenge- Have a go; take a risk
fai**r**ness and equality		**A**im high- aspire and achieve
ki**n**dness		**T**ry your best- use your 'learning powers'
safety and **s**ecurity		

Subject Intent

We want children to develop towards the Essential Characteristics © of Computing

What structure is this based upon?	It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as role play. Children gain confidence, control, and language skills through opportunities to explore using non-computer-based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language. They also begin to develop the skills necessary for other areas of this curriculum such as being creative, logical thinkers. In Years 1-6, the statutory National Curriculum provides the basis of our planning, linked to Chris Quigley Essentials © areas of learning and supplemented and supported by guides for learning in Purple Mash ©
How is it organised?	Computing is taught as a discrete subject and is planned as a half term unit with three units per year. It is structured to enable revisiting of knowledge and skills each year in four main areas: code, connect, communicate and collect. The units are based on programs that accessible to all children through a Purple Mash login. All year groups have their own plan for the year.
Why is it important?	Computing capability is now an essential skill for life and will increasingly be relied upon through out life. Whilst computers may provide rapid connections with individuals, groups and communities, it is important that children learn how to safely access this wider virtual world. Information can also be found quickly but we must understand how to choose the information with care. Alongside this, computational thinking is also important and a basic understanding of how some of these systems work
What knowledge will they learn?	Children will learn to stay safe online and communicate in a variety of ways. They will learn basic coding and how to collect and store information.
What skills and concepts will they develop?	Throughout KS1 and KS2, four Thematic Concepts © are present**:** **Code** This concept involves developing an understanding of instructions, logic and sequences. **Connect** This concept involves developing an understanding of how to safely connect with others. **Communicate** This concept involves using apps to communicate one's ideas. **Collect** This concept involves developing an understanding of databases and their uses.
What opportunities are there to develop Learning Powers in this subject?	**Curiosity** e.g Having questions about technology or questioning the information they are reading online **Concentration** e.g when writing code to enable a logical sequence to occur **Resilience** e.g to continue to keep trying to solve a problem **Co-operation** e.g able to discuss ideas with others **Self-improvement** e.g having opportunity to revisit a Thematic Concept and improve on this.